

## A Study of Hinduism Year 3

### Summer 1

<b>Strengthening Prior Learning – a summary of knowledge learnt so far</b>	<b>New learning in Year 3 Summer 2</b>
<p><b>In Year 1 Autumn 2, The Festival of Lights project</b> I have read and listened to the story of Diwali and understood how the festival is celebrated. I have read and re-told the nativity story.</p> <p><b>In Year 1, Summer 2, Special Places project</b> I have visited a Hindu temple and can talk about what I would find inside a Hindu shrine.</p> <p><b>In Year 2 Autumn 1, A study of Islam project</b> I learned about a key religious figure, who is important to Muslims (Prophet Muhammed PBUH) and was able to re-tell the story of his life. I learned the steps for the act of prayer and handled the artefacts used for prayer as well as beginning to develop key religious vocabulary. I explored the dress codes of different religious communities and learned why Muslims wear a prayer cap and a hijab. I learned about the key beliefs in Islam that all Muslims follow (5 Pillars of Islam) and using some of the dispositions, began to reflect on what I believe is an important set of rules and beliefs to make the world a better place. I explored how a Muslim family celebrates Eid and prepared for the celebrations using art, cooking, story-telling and drama.</p> <p><b>In Year 3 Autumn 1, Initiation Rites</b> I learned about the ceremony of Namkaran and begun to understand the Hindu belief of re-birth.</p> <p><b>In Year 3 Spring 2, A study of Sikhism project</b> I learned about the teachings of a key religious figure, who is important to Sikhs (Guru Nanak) and how Sikhs put his teachings about honesty, generosity, selfless service towards others and equality into practice. I interpreted different stories about Guru Nanak and considered the values that he taught his followers through his own example. I was able to understand the symbolism behind the Khanda symbol and how this demonstrates the Sikh value of equality and a common humanity. I explored how Sikhs show belonging through wearing articles of faith (the 5 Ks) and developed my understanding of the symbolism behind each one. I was able to explain why Sikhs celebrate Vaisaki and explored the story behind the festival. I visited the Gurdwara and was able to name the different features of a Sikh place of worship.</p> <p><b>Through all of my topics I learnt to:</b></p> <ul style="list-style-type: none"> <li>• Explore the significance and teachings of key religious figures.</li> <li>• Develop dispositions by learning from the values taught in different religions.</li> <li>• Develop my vocabulary of articles of faith, religious practices and places of worship.</li> <li>• Interpreted religious stories and the morals that can be learnt from them.</li> <li>• Understood how and why certain festivals are celebrated.</li> <li>• Explored the key beliefs in every religion.</li> </ul>	<p><b>Dispositions covered</b></p> <p><b><u><a href="#">Being Accountable and Living with Integrity</a></u></b> I understand that a person can have many different roles. I can explore what my responsibilities in that particular role are.</p> <p><b><u><a href="#">Being Curious and valuing knowledge</a></u></b> I understand that Hindus believe in one god and the different gods and goddesses in Hinduism are representatives of one god (Brahman).</p> <p><b><u><a href="#">Participating and Willing to Lead</a></u></b> I understand why Krishna is important to Hindus and begin to re-tell the story of his birth. I can make comparisons with Krishna's birth to that of Jesus's.</p> <p><b><u><a href="#">Being Reflective and Self-Critical Being Accountable and Living with Integrity</a></u></b></p> <p>I understand how our own actions can have consequences. I can explain the Hindu belief of Karma and reincarnation.</p> <p><b><u><a href="#">Caring for Others, Animals and the Environment</a></u></b> <u>I can</u> explore how faith influences a Hindu person's diet and explain why Hindus refrain from eating beef.</p> <p><b><u><a href="#">Being Silent and Attentive to, and Cultivating a Sense for, the Sacred and Transcendence</a></u></b> I can identify the artefacts used for Hindu worship and explain the significance of each item.</p>
<b>Strengthening vocabulary</b>	<b>New vocabulary</b>
<p><b>Year 1 Autumn 1, Festivals of Lights</b> Diwali, Rama, Sita, Laxman, Hanuman, Ravana, Diva lamps, Rangoli.</p> <p><b>Year 2 Autumn 1, A study of Islam project</b> Muhammed Peace Be Upon Him, Islam, Allah, Muslim, Quran, Mecca, Wudu, headscarf (hijab), prayer cap (topi) Pillars of Islam, Shahadah, Salah, Zakat, sawm, hajj, Ramadan, suhoor, iftar, Eid-ul-fitr, Eid-al-adha</p> <p><b>Year 3 Spring 2, A study of Sikhism project</b> Sikh. Sikhism, Kara, Kirpan, Kaccha, Kesh, Kanga, Khalsa, Guru Nanak, Hindu caste system, Duni Chand, Sewa, Langar, Bhai Lalo, Malik Bhago, Vaisaki, Panj Pyare, Gurdwara, Nishan Sahib, Chaur, Manji Sahib, Darbar Sahib, Palki Sahib, Guru Granth Sahib, Mool Mantar, Sukhmani Sahib, Ek Onkar</p>	<p>Deity, God, Goddess, Lakshmi, Saraswati, Ganesh, Shiva Vishnu, Brahma, Krishna, Karma, Reincarnation, Shrine Incense, Murti, Diva, Kum Kum powder, Aarti, Puja, Mandir</p>